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ABSTRACT

This volume, the fourth in a series of seven, contains the two learning modules which focus on the third Child Development Associate (CDA) competency, building positive self-concept and individual strength in young children, in the performance based curriculum of the Texas A & I Bilingual Bicultural Child Development Associate Training Program. The curriculum was designed for training preschool teachers working with Spanish dominant migrant children, from age 3 to school entrance age, in South Texas. The competency covered in this volume is divided into the functional areas of self-concept and individual strength, and the curriculum consists of a learning module for each area. Each module includes: (1) an explanation of how it is to be completed; (2) a description of the performance objectives; (3) a pre-assessment instrument; (4) three alternative cycles of learning activities, each cycle divided into four skill areas (diagnostic, prescriptive, implementation, assessment); (5) a narrative of information about the functional area; (6) the script for a filmstrip to be used with the module; and (7) a post-assessment instrument. (BH)

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TEXAS A&I UNIVERSITY
CHILD DEVELOPMENT ASSOCIATE
TRAINING MATERIALS

BOOK
C

COMPETENCY C: BUILDING POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH IN YOUNG CHILDREN

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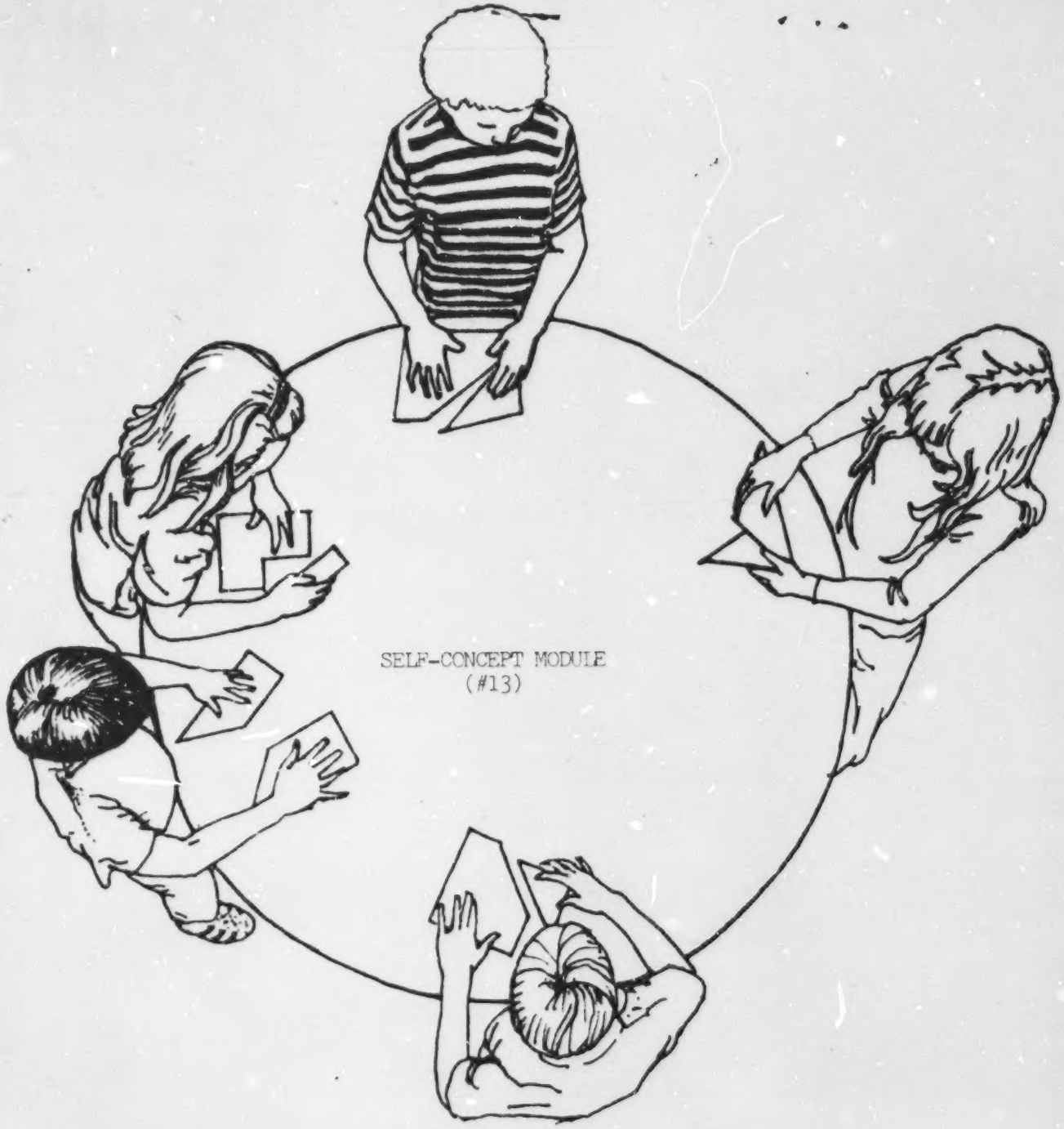

SELF-CONCEPT MODULE
(#13)

TEXAS A&I UNIVERSITY

KINGSVILLE, TEXAS

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(SELF CONCEPT)

Definition: Candidate helps each child to know, accept and appreciate himself/herself as an individual.

This functional area and module focuses on helping each child to develop a sense of awareness and esteem, to express his/her feelings and accept those feelings, and to develop pride as an individual and a member of a cultural/ethnic group.

1. The Candidate will demonstrate knowledge as to what kind of behavior should a child with a positive self-concept exhibit.
2. The Candidate will demonstrate activities and materials which enhance a positive self-concept in children.
3. The Candidate will demonstrate that he or she helps each child to have success experiences.
4. The Candidate will demonstrate that he or she shows respect and acceptance of culture and language of all children in the classroom.

SELF-CONCEPT
PRE-ASSESSMENT

1. Define positive self-concept.

_____

_____

_____

_____

2. List three of the child's physiological needs.

a. _____

b. _____

c. _____

3. List three of the child's basic safety needs.

a. _____

b. _____

c. _____

4. What are two things that you as a teacher could do to meet the child's needs for belonging and love?

a. _____

_____

b. _____

_____

5. What are two desires that the child has that fall under the category of esteem needs?

a. _____

b. _____

6. What is a good method to assess a child's self-concept?

_____

_____

_____

MODULE

LEARNING ACTIVITIES

Competency: Building Positive Self-Concept and Individual Strength

Functional Area: Self-Concept

Skill: Identification

Activity # 1

The trainee will read the Self-Concept Module of the CDA Bilingual-Bicultural Training Curriculum.

Activity # 2

The trainee will view the film corresponding to the Self-Concept Module.

CYCLE I

Diagnostic

Activity # 1

Make a list of all the materials found in your Housekeeping Area. Put a check beside those items that would be found in most homes (regardless of ethnicity) in this country. Do you have any unchecked items? What are they - cooking utensils, items of clothing, food containers?

Prescriptive

Activity # 2

Look again at your Housekeeping materials list. If there are no unchecked items, make a second list of culturally unique items to be found in the homes of your children. Think particularly about cooking utensils, items of clothing, or food items in reusable containers (boxes, bottles, tins, etc.). For example, does the Housekeeping Area have a molcajete or a tortilleria?

Implementation

Activity # 3

Using the list you developed in the prescriptive activity (#1), collect or purchase some of the items from that list and place them in the House-keeping Area. As these materials should be materials with which the children are familiar, there should be no need to introduce them.

Assessment

Activity # 4

Have the inclusions of these materials made any change in the way in which the children use the housekeeping area? Is there play more closely parallel to their lives? Is there more cultural exchange between children of different cultures within the classroom?

CYCLE II

Diagnostic

Activity # 1

Make an observation of your classroom and answer the following questions:

Is most of the wall display space being used to display children's work or the teacher's?

Do the children bring in objects (rocks, shells, bugs, etc.) they find and/or collect to display in the classroom?

Does the teacher compliment each child for his work (regardless of how it compares with the others)?

How often are the children asked to enter into the planning of activities?

Prescriptive

Activity # 2

Using the diagnostic questions (#1) as a guide, devise a plan for encorporating more child-input into the classroom. This may be achieved through class-planning sessions, through an increase in displaying children's work or collections, or through increased work child-teacher positive interaction on an individual level.

Implementation

Activity # 3

Implement the plan developed in the prescriptive activity (#2). If the plan is to involve class-planning sessions, be sure to explain to the children what is going to happen, how and why. If the plan is to increase positive child/teacher interaction, do so in a casual, natural fashion. If the teacher increases the display space, be sure the children know that the space is theirs.

Assessment

Activity # 4

Make a second observation of the classroom. Has there been an increase in the amount and nature of the children's input? How? Are the relations between the children and teacher warmer and more personal? Do the children feel freer to contribute ideas and experiences?

CYCLE III

Diagnostic

Activity # 1

Answer the following questions about each one of your children:

a) How many people live with the child and what is their relationship to him?

b) What is the child's birth order? (first born, second, third, last, etc.)

c) Where was the child born? His parents?

d) Has the child always lived in the same community?

e) Is he a migrant child?

f) Does he have any animals?

Prescriptive

Activity # 2

Evaluate your responses to the diagnostic question (#3).- for how many of the children, were you able to answer all the questions, half, less than half? Where can you go to find this information? (Most of this information should be noted in the child registration form or school record).

Implementation

Activity # 3

Using the prescriptive evaluation (#3) as a guide, complete your knoweldge of the child's background.

Assessment

Activity # 4

Refering to the diagnostic questions (#3), answer again all the questions for each child (without referring to notes). You should be able to answer at least 90% (9 out of 10) of the questions for each child.

MODULE NARRATIVE
OUTLINE
(SELF-CONCEPT)

I. Enhancing the Self-Concept and Individual Strengths of Young Children

   A. Educational Goal

II. Self-Concept

   A. Socialization

   B. Culture

   C. Maslow's Theory of Human Motivation

III. Assessment of Children

IV. Meeting Children's Needs

   A. Accepting Children

   B. The Self-Accepting Person

V. Summary Chart

VI. References

Educational Goal

The ultimate goal of the educational system should be that of helping each individual acheive his unique character. This, of course, is a tremendous undertaking, especially when we stop to consider the environment we live in. If we stop to consider the highly complex world we live in with its social, economic, political, religious, and ideological conflicts, it seems as if the barriers towards achieving this goal are insurmountable. However, it seems as if the more complex our way of life becomes, the greater is the need for independence and uniqueness, yet the same forces of this complex society seems to appear to press people into molds and to force them to follow the herd. Diversity is not only good for the individual but it is a must for mankind itself. Thus, it is the schools that must assume the major responsibility of perserving and developing the special talent and character of each individual.

Individual Differences

Providing for and preserving individual differences is the key to superior teaching:

> "Only when each pupil is taken where he is and challenged to progress as far as he can go, will his achievement and the total achievement of the class approach the maximum. And only if differences in physique, behavior, background, needs, interests and goals are considered, can each child be helped to attain the best possible adjustment."[1]

Most teachers have always known that there are great differences between pupils. One of the teacher's major tasks is to ascertain each pupil's status with regard to the major aspects of development to provide instruction adapted to his specific needs. Providing the proper instructional environment for children is of primary importance in promoting children's positive self-concept, we must first be aware of the developmental needs children have.

Since our main concern is building a positive self-concept and individual strength in young children, we will restrict our discussion to some of the crucial processes and stages in the socialization of the child.

Socialization

The socialization process, is the process by which a child learns to behave appropriately in his culture. In other words, socialization is the process of learning whereby one develops human traits and behavior that conform to the societal code in which he lives.

The process of socialization is long and tedious, since the child experiences it from birth. The type of person a child can become is greatly restricted by the culture in which he grows. For example, he must learn to communicate in a specific language, obtain food in a prescribed way, and conform to social behavior of his culture.

Culture

The society, culture, or subculture in which the child lives affects his development in many ways. However, two particular forms of influence seem most basic. First, a particular society has certain goals and commonly shared values and orientations for socializing children. Second, child-rearing methods are employed that help children learn to behave in ways consistent with these goals. These two basic influences determine the manner in which a child's primary needs are met and the type of secondary needs he learns, which later motivate his behavior. In our society, for example, getting along with others, being self-reliant, achieving material success, and adhering to a moral code seem to be over-emphasized. If a person achieves these goals, he is presumed to have been successfully socialized. However, not everyone is successful in acquiring these goals.

Our failures in socialization are quite impressive. The incidence of psychosis, delinquency, crime, narcotic and alcoholic addiction are all too familiar to us.

Are these failures in socialization necessary? What is wrong with the way we rear our children in the United States?

> "We should begin to realize that we will continue to have failures in socialization as long as we subject children to goals, standards, and expectations that are contrary to their developmental pattern. Children trained to inhibit their aggression excessively will probably not be victorious in the competitive struggle that our economy demands."[2]

In order to prepare ourselves for these demands and other future demands, our schools must prepare our children with a positive self-concept in order to face these demands head on.

The self-concept is very important in a child's development, and is primarily a product of social learning. It is the manner in which he characteristically views and evaluates himself, or feels about himself. In a sense, this is the core of one's being and is the end result of all of one's experiences.

> "The concept of self first begins to emerge from the child's conception of his body image. As he experiences feelings and sensations from his body, he begins to mark off his self boundaries. His concept of "I" or "me" is learned first from his own actions and reactions, and later from the actions and reactions of others toward him."[3]

Maslow's Theory of Human Motivation

It is obvious that psychosocial development proceeds through a sequence of stages, and that one's readiness to embrace successfully each of the more advanced stages is determined by his adequate resolution of the prior stage. The child faces psychological hazards particular to each state he experiences.

The need for considering a systematic theory of human motivation is in order at this time. Maslow's theory of motivation has been selected because it has been widely accepted plus it is also consistent with the general conceptual framework already considered. That is, achievement of certain tasks, resolution of certain crises, and gratification of specified basic needs are necessary to establish one's maturity or to actualize one's potential.

Maslow has identified five levels of needs: physiological needs, safety needs, belonging and love needs, esteem needs and the need for self-actualization.

Physiological Needs - Maslow's theory rests on the biological or physiological drives. If a person is deprived of everything, he will attempt to gratify first those needs that are most basic to survival, such as food, water, oxygen and proper temperature regulation. A very hungry child wants food and until he has it, concern for others or desires to learn are relatively unimportant.

Safety Needs - Safety needs will arise as motivators of behavior, once the prior physiological needs have been satisfied. The individual then seeks for a predictable, orderly environment. The child needs surroundings that are consistent and organized so that he might not fear the unexpected.

Belonging and Love Needs - With the satisfaction of physiological and safety needs, belonging and love needs become active motivators of behavior. Maslow indicates that inadequate satisfaction of affection is one of the most frequent causes of maladjustment. Individuals who have been deprived of adequate affection in childhood value it most highly and seek it continually.

Esteem Needs - By the meer observation of people in every day life, we can see the importance of self-esteem and the respect of others. Maslow has classified esteem needs into two sets: (a) the desire for competence in dealing with the world, and (b) the desire for recognition, status, and importance in the eyes of others; the person who lacks adequate esteem can be identified by his defensiveness in respect to his performance. He would rather not perform than wish revealing his inadequacies.

Self-Actualization Needs - The peak of the hierarchy is the desire to be what one is able to become. The term, first coined by Kurt Goldstein, refers to the desire for self-fulfillment, namely, to the tendency for one to become self-actualized.

"The clear emergence of these needs rests upon prior satisfaction of the physiological safety, love, and esteem needs. We shall call people who are satisfied in these needs basically satisfied people, and it is from these that we may expect the fullest (and healthiest) creativeness. Since, in our society, basically satisfied people are the exception, we do not know much about self-actualization, either experimentally or clinically."[5]

ASSESSMENT OF CHILDREN

Now that we have a little understanding as to the types of needs, a child might have in the socialization process, our task now is to assess the child so that we might provide a relevant course of instruction. As to how teachers form opinions of the development, intellectual ability, achievement, attitudes and adjustments of their pupils, is very important.

One mental hazard that may occur in that while teachers are in the process of gathering information about children, the teachers may discover something which will prejudice them against the children. The sooner a teacher ascertains the facts, good and not so good, on which she may chart a plan of action, the better it will be for her and for each of her pupils. Knowledge of a child to a teacher is very much like knowledge of a subject she teaches - it gives her a sense of security.

"Early knowledge of a pupil's good points is even more important than awareness of potential difficulties. It lets you begin the year by giving the pupil an opportunity to earn praise from you and recognition from his classmates. This lessens the strain of the opening days for him and for you. If you can arrange for a considerable number of your pupils to start immediately on work they like and do well, you create the favorable emotional tone which is so important to good morale and high achievement."[6]

The methods more commonly used in studying children are examination of cumulative records, conferences with prior teachers, direct observation, analysis of day-to-day oral and written work, papers written by pupils, conferences with children themselves, standardized tests, reports from specialists, conferences with parents, and case conferences. As to which of these methods teachers use, depends upon the grade level, time of year, and the custom in the school and community.

> "One general warning is in order. You will be tempted not to use all the resources at your command unless a child presents a serious problem. Remember that the average child is the forgotten child, and try to apply every appropriate method in the attempt to compile as much accurate information as you can about each and every child in your room. To do this, you must be systematic. One guarantee against overlooking a child is to set up a checklist. Take a blank page from an old register or classbook. Enter your pupils' names alphabetically. Write at the head of the columns each of the methods you use in determining a child's status or needs. Opposite each name under each heading, enter the date when you use that method to study that particular child."[7]

Let us assume that we have made the initial assessment of the children. We use the term "initial assessment" because the assessment process is on-going. Our next task is to provide the proper classroom environment to meet the children's needs.

MEETING CHILDREN'S NEEDS

In order to meet the children's "physiological needs", we must see to it that the school provides the proper nutritional meals and works on a proper daily schedule to provide a proper routine of nourishment. The physical aspect of the classroom is also important in meeting the child's physiological needs. There must be proper ventalation in the classroom and the room temperature must be at a comfortable level.

The child's "safety needs" must be met as soon as possible in the classroom. This is especially important for children who are entering school for the first time. The transition from the home experience to the school experience is very frightening for most children. Home visits (if possible) before the school year starts and the parents taking their children to school the first day are highly recommended. Language and cultural values are important considerations in these transitions.

Teachers should establish regular routines as soon as possible. The daily schedule should be suitable and comfortable for the age level of the children. Teachers can help give the child a sense of security by being consistent and orderly in their behaviors. Teachers should employ consistent and fair classroom management techniques from day to day. By introducing new and unfamiliar experiences to children one at a time will also help in promoting the sense of security.

Accepting Children

The "belonging and love needs" of children are of the upmost importance. This seems to be the turning point of most children in the socialization process. The need to belong or have an identity (such as role, status and reference group) is of major importance to each individual. Central to any discussion of identity is language.

Language plays an important role in the lives of individuals as well as to cultures the individuals identify with. An acceptance of the language of the child's home life and culture should be practiced all the time. The same holds true for cultural beliefs and values.

It is important that the teacher provide not only relevant learning experiences for children in terms of content but also relevant teaching methods to the learning styles of children. Different cultures have different learning styles and it is the teacher's responsibility to teach in a cognitive style that is conducive to the child's learning style.

In addition to this, the child must feel wanted and loved in the classroom. Through proper and sincere encouragement by the teacher and his peers, this can be accomplished. The fourth level of needs is the "esteem needs." The child's desire for competence in dealing with the world is of upmost importance to the child because with it comes respect from others plus recognition. Thus, his desire for self-esteem is fulfilled.

Instructional materials and confidence play a major role. The level of difficulty of the materials and activities play a vital role in making the child feel competent and thus, giving him confidence in learning activities. This, however, is not enough to make a child competent. The quality of the materials and the quality of the instruction are of primary importance. Reinforcement of recognition and encouragement are also important.

Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability, and adequacy of being useful and necessary in the world.

Even if all of the four prior levels of needs are satisfied, we still often expect a new restlessness and discontent on the part of the individual. This might be because the individual is not doing what he is fitted for or capable of doing.

The "self-actualization needs" will of course vary greatly from person to person. The emergence of these needs rests upon prior satisfaction of the physiological, safety, love and esteem needs of the individual.

The Self-Accepting Person

McDonald, Smith and Sutherland list some characteristics of the self-accepting person as follows:

> The self-accepting person is a participant in life rather than a spectator. He tries to understand the interpersonal and the environmental problems he faces, but he also accepts his limitations in gaining true insight concerning them.
>
> He works out the best adjustment to life of which he is capable, often without fully understanding all that is involved. However, he is willing to experience the pleasure and discomforts of self-revelation, i.e., he accepts the mixed pain and joy that accompany each change in his attitude and feeling toward himself and others.
>
> His claims on life are, for the most part, reasonable. If he wants to be a member of the country club and yet cannot afford it, he finds other social and recreational outlets in keeping within his budget.
>
> The self-accepting person without special talent or ability is able to share emotionally in the gifts of others without undue regret about his inborn deficiencies.
>
> He does not brood about missed opportunities, lost causes, errors, and failures. Rather, he looks on them for what they can contribute to his doing things differently or better in the future.
>
> He does not get stuck in the rut of irrational feelings of love, hate, envy, jealousy, suspicion, lust, and greed because he lets each feeling spell out its special message for him.
>
> Although the self-accepting person may prefer not to be alone or isolated from family or friends, in special times, when aloneness or isolation is a necessity he can endure lack of contact with his fellows.

> The self-accepting person may or may not be conventional in his thinking, feeling, or behavior. But when he is unconventional, it is not for the purpose of flaunting convention but rather for the sake of expressing or fulfilling a valid personal or public need.
>
> He is not rigidly guided by rules and moralisms, hence he is willing to alter values in keeping with new insights. He grants to others their right to values not identical with his own.
>
> The self-accepting person puts himself into life in terms of his highest insights. Yet he accepts the fact that, in its essence, it remains the mystery of mysteries.

Self-acceptance, then, in the on-going sense of the term, is a task demanding maturity. The rewards of this process are manifold - the adjustment to or reduction of personal difficulties in living and a greater realization of one's potential as a person. With this realization, one can reach out to become a reasonable productive member of the larger world of which he is a part.

Teachers may assist children in realizing the potential through the following manner:

- Assist children in realizing their strengths and weaknesses.
- Assist children to accept failure and realize that failure is no crime.
- Provide plenty of opportunities for successful achievement. Don't set standards so high, children are constantly falling short.
- Assist children in setting realistic goals and evaluating their goals.
- Assist children in making a plan of action for obtaining their goals.
- Assist children in actualizing his capabilities through a variety of experiences.

The fully accepting person, then, is one who can become acquainted with the positive and negative ways he views life in order to be able to make a reasonably accurate evaluation of realities in everyday living. This is what the ultimate goal of the educational system should be in order to maintain mankind's existence.

The following charts briefly describe the needs of individuals and the types of activities that will enhance a positive self-concept and individual strengths in young children...

MASLOW'S POSTULATES	BASIC DESIRES	ASSESSMENT ACTIVITIES	TYPES OF SCHOOL ACTIVITIES
Self-Actualization Needs	The desire to be what one is able to become The desire to be ones with himself and the world		Encourage children in realizing their strengths and weaknesses. Assist children in setting and evaluating goals. Assist children in making a plan of action for obtaining their goals. Assist children in actualizing his capabilities.

MASLOW'S POSTULATES OF NEEDS	BASIC DESIRES	ASSESSMENT ACTIVITIES	TYPES OF SCHOOL ACTIVITIES
Physiological Needs	Food Water Oxygen Proper temperature regulation	Review cumulative records Conferences with prior teachers Direct observations	Provide proper school meals and snacks Provide proper routine of liquid nourishment Provide proper ventalation in classroom Provide a comfortable room temperture
Safety Needs	Predictable routines Surroundings that are consistent and orderly Desire for structured relationships	Oral work Written work Papers on special topics Art work Conferences with pupils Standardized tests	Provide a comfortable and suitable classroom routine (daily schedule) Introduce new and unfamiliar experiences singlely (one at a time) Provide a sense of security by being consistent and orderly in classroom management techniques Adults should be consistent from day to day
Belonging and Love Needs	Belonging (Identity) Affection	Self-Concept measurement instruments Examinations by specialists Conferences with parents	Provide relevant learning experiences for children related to their life style to reinforce a sense of identity Provide an environment that shows affection towards the child
Esteem Needs	Desire for respect from others Desire for competence in dealing with the world Desire for recognition Desire for self esteem		Provide reinforcement of proper social skills that teach respect Provide activities in which children will be successful Provide some systematic activitiesthat are challenging to children. Provide activities of recognition that will give status and importance to children in the eyes of others based the child's individual strengths. Utilize teaching techniques that will reinforce personal worth self respect and confidence in children

ASSESSMENT INSTRUMENTS

Instruments mostly aimed at measuring overall or global self-regard:

Q sorts, especially the BHQ set (Butler & Haigh, 1954), and the Hilden (1958) sets

Index of Adjustment and Values, Adult Form (IAV) (Bills, Vance, & McLean, 1951)

Self Activity Inventory (SAI) (Worchel, 1957)

Children's Self-Concept Scales, especially the Coopersmith (1967) Self-Esteem Inventory (SEI) and the Piers-Harris Children's Self-Concept Scale (PH) (Piers & Harris, 1964)

Rosenberg's (1965) Self-Esteem Scale (RSE)

Social Self-Esteem Scale (SSE) (Long, Henderson & Ziller, 1970)

Instruments intended to measure self-concepts regarding more specific or limited dimensions (as well as global self-regard, in the case of some of those listed):

Adjective Checklist (ACL) (Gough & Heilbrun, 1965)

Interpersonal Checklist (ICL) (LaForge & Suczek, 1955)

Semantic Differential (SD) (Osgood, Suci, & Tannenbaum, 1957)

Tennessee Self-Concept Scale (TSCS) (Fitts, 1964)

Body Cathexis Scale (BC) (Second & Jourard, 1953; Jourard & Secord, 1954)

Who are you? (WAY) or Twenty Sentences Test (TST) (Bugental & Zelen, 1950; Kuhn & McPartland, 1954)

FOOTNOTES

1. Cutts and Moseley: "Providing for Individual Differences." (Englewood Cliff, N.V.: Prentice-Hall, Inc., 1960), p. 5.

2. Blackham, Garth V.: "The Deviant Child in the Classroom." (Belmont, California: Wadeworth Publishing Co., Inc., 1967), p. 24.

3. Blackham, p. 23.

4. Hamachek, Don E.: "A Theory of Huamn Motivation." (Englewood Cliff, N.V.: Prentice-Hall, Inc., 1965), p. 246.

5. Hachek, p. 257.

6. Cutts and Moseley: "Providing for Individual Differences." (Englewood Cliff, N.V.: Prentice-Hall, Inc., 1960, p. 15.

7. Cutts and Moseley, p. 17.

8. McDonald, Smith and Sutherland: "Self-Acceptance". (University of Texas, Austin, Texas: The Hogg Foundation of Mental Health, 1962), p. 15.

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FILMSTRIP NARRATIVE

VISUALS	SELF CONCEPT	NARRATIVE
	MODULE #13	
1. Focus Frame		
2. Texas A&I Frame		Texas A&I University, Child Development Associate Training materials presents
3. Title Frame		Self-Concept Module #13
4. Child		Self concept is the way a person feels about himself.
5. Two children		Self concept is not inherited but learned. The persons and experiences that surround a young child help to form the person he will become.
6. Children in housekeeping center		Self concept is consistent. In other words, it takes a lot of positive reinforcement for a child with negative feelings about himself to change and vice-versa.
7. Teachers and children		Psychosocial development proceeds through a sequence of stages. Each stage must be adequately cared for before the child can reach the ultimate level of maturity.
8. Child and teacher		It is the responsibility of the teacher to see that these basic needs are met in the classroom to insure a successful, happy child.
9. List		Maslow has identified five levels of needs. Physiological, safety, belonging and love, esteem and self actualization.
10. Children eating		Physiological needs rest on our basic biological drives. A person must gratify these before he can even consider the next step. These drives are for food, water, oxygen and proper temperature regulation.
11. Child eating		A teacher should make sure that these needs are met for each child before starting the school day.
12. Teacher and children		Safety needs are next and can be accomplished by a predictible and orderly environment. Efficient organization of the classroom is a good beginning.
13. Teacher/Student		Belonging and love needs can be satisfied by an affectionalte teacher who displays warmth and encourages it in others.
14. Class		Esteem needs are met when each child is recognized for his talents and abilities whatever they are.

15. Child	When and if these needs are met can the child be expected to reach a mature, happy situation and be at a self-actualization level.
16. Teacher	Now that all these various needs and their importance have been mentioned how does a classroom teacher of young children translate these into practical everyday activities?
17. Teacher/child	To begin with the child must be guided to see himself as a unique individual different from everyone else. The teacher must help the child to expand his perception of himself both physically and emotionally.
18. Child	Centering on the physical aspect is perhaps one of the easiest. Here a teacher is doing a body tracing. The child can color in appropriate features and clothing. Each body tracing will be displayed for all to compare.
19. Child drawing	Self portraits encourage children to observe themselves closer. Mirrors may be used to encourage self-observation. These portraits should be displayed regularly for example on birthdays, and for special projects, etc...
20. Children's names	Using children's names and snapshots often is another practical activity that enhances self-perception.
21. Children and teacher	Because fingerprints are as unique as faces stamping thumbprints and comparing them emphasizes each individual's uniqueness.
22. Teacher/students	Names, being so personal should be used constantly with young children. Games using the children's names should be initiated early in the year. As the teacher throws the ball toward a child his name is pronounced.
23. Teacher/child	Aside from verbal usage children should be taught to recognize their names in writing. Each child's name should be put on any work done in the classroom.
24. Child	Nametags, coloring large pictures of their names, gluing objects such as beans to their name forms are a few ways to acquaint the children with their written names. Tracing each child's silhouette for gifts to parents also reinforces the child's importance to others around him.
25. Child talking	The next step is to guide the child into awareness of himself as a unique personality. Activities that encourage each child's ideas and thoughts should be made a part of the curriculum.

26. Teacher and children	In this small group the teacher has selected favorite foods as the topic of discussion. Each child is given an opportunity to tell about his choices.
27. Group with teacher	The aide on the other side of the room has selected weekend activities as the day's sharing subject. Topics can include pets, family, games, friends, enemies, T.V. programs etc...
28. Teacher/children	Sessions should be limited to small groups so as not to exhaust listeners. Listeners should also know some good rules about listening.
29. Child holding up picture	Occasionally, the assignment can include drawing a picture and telling about it.
30. Child in small group	Games like I wish I had...."I wish I were..." encourages self-examination of likes and dislikes and also stimulates an active imagination.
31. Teacher writing	This youngster is dictating a short story to the teacher's aide. She will arrange it in the form of a book and assist the child in illustrating it.
32. Same	Topics could include family situations, outings, etc... Not all children may be ready and eager to do this but some will enjoy it thoroughly.
33. Bulletin Board	The classroom in order to encourage awareness of self and others should be child centered. Bulletin boards should be used to display children's work.
34. Child viewing himself.	This large inexpensive mirror allows the children to see themselves and become better acquainted with themselves.
35. Display table	A display table where the children can bring treasured articles from home for all to see and appreciate is supportive of the child centered classroom.
36. One child	Work spaces should be planned to allow for different size groups including an area that has room for just one.
37. Teacher/children	Games can also be used with children to stimulate perception of self and others. Here the teacher is describing a child. Everyone then tries to guess who it is.
38. Same	These children have been asked to say one nice thing about their neighbor. Children's strengths rather than shortcomings are emphasized.

39. Same	"Who Has Made Me Feel Good Today" continues the pattern of seeking positive things and actions in others.
40. Children clapping	Class appreciation of others can be shown in various ways. Here the class is applauding one of their classmates.
41. Class/teacher	The class as a whole can also express warmth and consideration for each other on birthdays, holidays and other special days.
42. Child painting	All children are different in their own ways. This child can sit for long periods of time arranging a puzzle or painting.
43. Little boy	This little boy is constantly active. He cannot sit still long enough to listen to a complete story or put a puzzle together. The teacher must therefore arrange shorter activities for him so that he will also be able to experience success.
44. Children	Children must feel successful to feel good about themselves. With careful planning, including various types of activities everyone can have a successful day.
45. Teacher/child	Children need to feel loved. Adults should take time out from the day to sit and cuddle and make small talk with their youngsters.
46. Teacher holding child	Holding children helps them feel accepted and secure.
47. Teacher listening to child	Listening to their ideas and thoughts encourages feelings of importance and worth.
48. Teacher talking to child	Good thoughts and actions should be commented upon regularly. The teacher needs to observe and comment on the good actions of every child.
49. Teacher/child	Children can never receive too much praise. Make it a point to praise each child as often as possible. Praise can be given for an accomplishment well done or just for being himself.
50. Teacher/child	Constant attention, love, and praise will encourage children to accept their worth and that of others.
51. The End	
52. Credits	

SELF-CONCEPT
POST-ASSESSMENT

1. Define positive self-concept.

_____

_____

_____

_____

2. What are three ways that you can meet the child's physiological needs in the classroom?

a. _____

b. _____

c. _____

3. What are three ways that you can meet the child's safety needs in the classroom?

a. _____

b. _____

c. _____

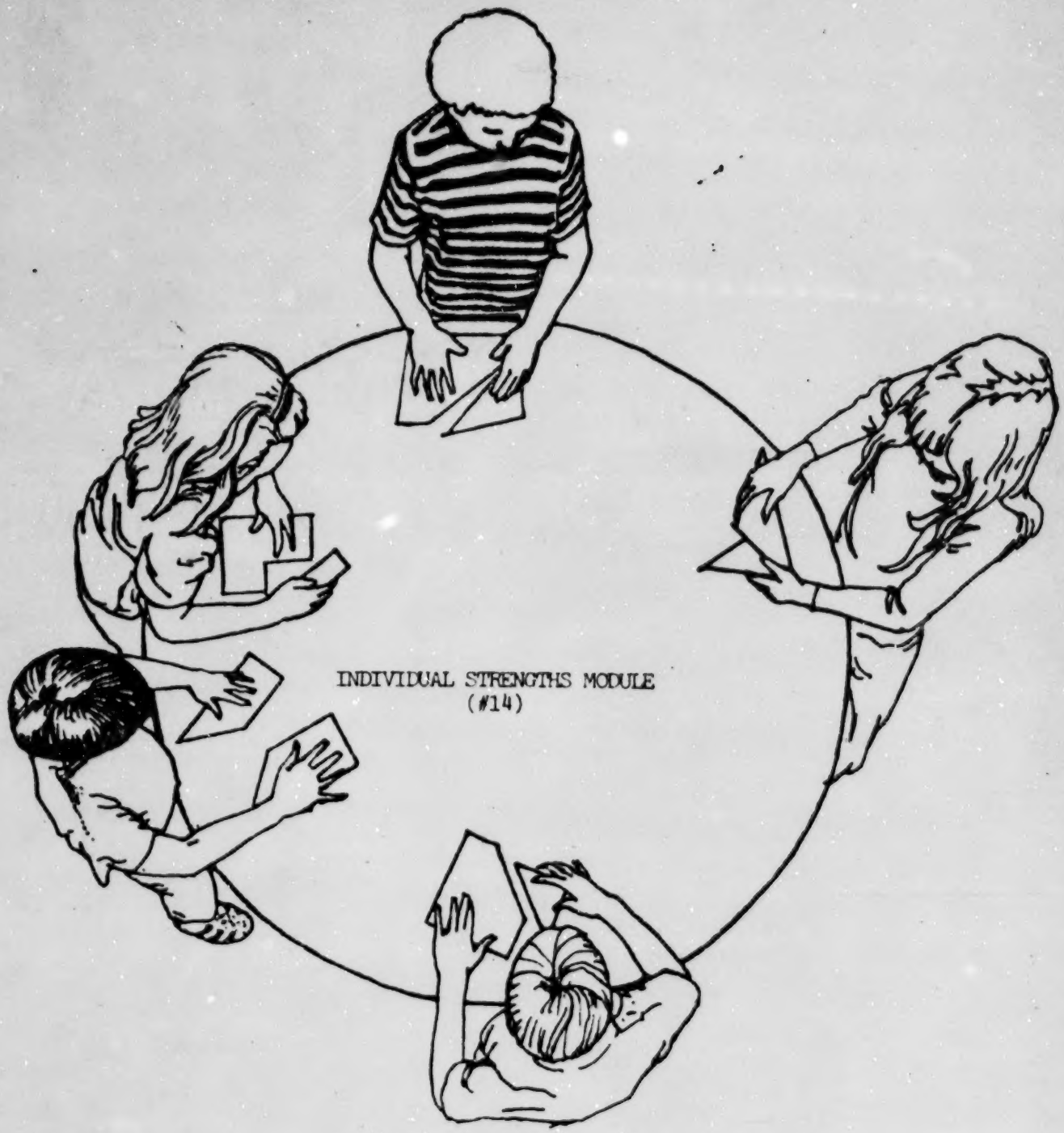
4. What are two ways that can meet the child's esteem needs in the classroom?

a. _____

_____

b. _____

_____



INDIVIDUAL STRENGTHS MODULE
(#14)

MODULE CONTENT

Completing the Module (steps to follow)

Performance Objectives

Pre-Assessment

Learning Activities

Module Narrative

Module Filmstrip Script

Post-Assessment

COMPLETING THE MODULE

To complete this module, you have to demonstrate your ability to do certain things. These things are called performance objectives, and listed as "Module Objectives".

In order to decide what learning activities you need to work on, you need to determine what you already know. In order to determine this, an initial evaluation needs to be made. This initial evaluation consists of the following three steps:

1. The candidate performs a self-evaluation by answering a questionnaire pertaining to this module.
2. The trainer evaluates the candidate based on classroom observations of the candidate.
3. Both the candidate and the trainer come to an agreement as to whether or not the candidate needs to gain further competency in this particular module.

Once you know where you are and where you need to go, with the assistance of your trainer, select one of the three learning activities cycles in this module which will help you gain needed knowledge and skills.

If you feel you are ready for the post-assessment, after completing the cycle of activities, decide on the post-assessment procedure with your trainer. This decision should be made with the advise of your trainer. The next step is to decide on whether or not you are competent in relationship to the performance objectives of this module. This decision should be made in agreement with your trainer.

If found to be competent, proceed to the next module on your work plan. If further training is needed select another cycle of activities or create experiences which you and your trainer feel will help you achieve the objectives of the module.

To summarize

1. Review the objectives of the module.
2. Perform the initial evaluation (pre-assessment)
   a. The candidate performs self-assessment.
   b. The trainer evaluates the candidate.
   c. Candidate and trainer agree on conclusions of assessment.
3. Select the learning activities cycle.
4. Complete the learning activities.
5. Decide on post-assessment procedure.
6. Decide on module competence (post assessment).
7. If found to be competent, proceed to next module on work plan. If further training is needed, select another cycle of activities or create other experiences to help you achieve competency.

PERFORMANCE OBJECTIVES
(INDIVIDUAL STRENGTH)

Definition: Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control his/her feelings.

This functional area and module focuses on helping the children develop a sense of independence and providing opportunities for children to assume responsibility, both within the group and for himself/herself. Each child should be motivated to function to his/her maximum potential.

1. The Candidate will demonstrate knowledge as to what kind of behavior a child with individual strength should exhibit.
2. The Candidate will demonstrate activities and materials which enhance individual strength in children.
3. The Candidate will demonstrate that he or she encourages children in the development of self-help skills.
4. The Candidate will demonstrate a balance of success experiences with challenging experiences.
5. The Candidate will demonstrate understanding and acceptance of the value systems of each child in the classroom.

INDIVIDUAL STRENGTH
PRE-ASSESSMENT

1. Define individual strength.

_____

_____

_____

_____

2. List four things that characterize a child with individual strength.

a. _____

b. _____

c. _____

d. _____

3. List one behavior which a child with individual strength may use to cope with each of these emotions:

a. Happiness:

_____

b. Sadness:

_____

c. Anger:

_____

d. Frustration:

_____

4. Check the answer on the right that most appropriately describes your own actions:

	Never	Sometimes	Usually	Always
a. Do you assist children in realizing their strengths and weaknesses?				
b. Do you assist children to accept failure and that failure is no crime?				

	Never	Sometimes	Usually	Always
c. Do you provide plenty of opportunities for successful achievement?				
d. Do you assist children in setting realistic goals and evaluating their goals?				
e. Do you assist children in making a plan of action for obtaining their goals?				
f. Do you assist children in actualizing their capabilities through a variety of experiences?				

MODULE

LEARNING ACTIVITIES

Competency: Building Positive Self-Concept and Individual Strength

Functional Area: Individual Strength

Module: Individual Strength (Module #14)

Skill: Identification

Activity # 1

The trainee will read the Individual Strength Module of the CDA Bilingual-Bicultural Training Curriculum.

Activity # 2

The trainee will view the film corresponding to the individual Strength module.

CYCLE I

Diagnostic

Activity # 1

Evaluate the amount of responsibility the children have in the classroom using the following questions as a guide:

Do the children -

a) pass out materials for lessons?
b) set tables?
c) clear tables?
d) clean up after activities (directed or free play)?
e) take proper care of materials?
f) help each other when difficulties arise (i.e. helping each other with puzzles or clean up)?

Can the children -

a) settle their own arguments?
b) keep themselves constructively occupied?
c) go to the bathroom or for water unaided?

Prescriptive

Activity # 2

Evaluate the answer you give in diagnostic (#1). If you cannot answer each "yes", then choose one question and work out appropriate arrangement for that question. For example, plan to allow the children the responsibility of setting the table or passing out materials.

Implementation

Activity # 3

Having decided on which area of responsibility you are going to develop (prescriptive #1), explain to the children what their new responsibilities are and exactly what is expected of them. Some teacher assistance will be required until the children have learned their tasks. Be sure to praise their work.

Assessment

Activity # 4

Observe the children carrying out their new responsibilities. Answer again the diagnostic (#1) questions. Repeat these series of activities for each question you answered with "no". Be sure the children have mastered one task before adding the next one.

CYCLE II

Diagnostic

Activity # 1

List all the children in your class, beside each name write down that child's strongest positive trait. For example, good artist or creative with blocks or helpful or good listener, or whatever else is appropriate for each individual child.

Prescriptive

Activity # 2

Review your list. Did you have difficulty deciding on a positive trait for each child? Are there some children for which you could not find a positive trait? Why?

Implementation

Activity # 3

Observe each child in your classroom informally during the next week or two. Pay careful attention to the things he does well. (Everyone does something well).

Assessment

Activity # 4

Again, list all the children and beside each child's name, write his strongest positive trait. This time there should be no difficulty in finding one trait for each child. If you still have a child for whom you cannot find a positive trait, repeat implementation (#2) for that child.

CYCLE III

Diagnostic

Activity # 1

Introduce different art activities such as collages, paper mache, finger-painting, cutting and pasting, etc. Observe the children over a two-or three-week period and see if they show the following:

1) joy and happiness
2) interest
3) individuality
4) pride in his work

What activities do they like the most?

What activities did the children want to do again?

Prescriptive

Activity # 2

Using your observation (diagnostic #3) as a guide, allow the children to select the art activity that they would like to work on. Have necessary materials readily available. Encourage and guide children as they work on their activities.

Implementation

Activity # 3

Continue to work with the children in the above manner. Encourage and praise the children for their efforts. Display the children's work. (At least one project per child should be displayed). An art gallery may be planned using the children's favorite art projects. Invite the parents to come and see their children's art projects at a designated time.

Assessment

Activity # 4

Observe the children to see if they took pride and interest in their projects. Were they eager to show their projects to their parents? Notice if parents showed interest and approval of their children's work. Listen to comments from parents about the projects. The success of the activity may be assessed by observing and listening to the reaction of the children and parents.

MODULE NARRATIVE
OUTLINE
(INDIVIDUAL STRENGTHS)

I. Introduction

II. What is Individual Strenght

A. Acceptance of self

B. Acceptance of Others

C. Responsible for Own Actions

III. Promoting Development of Individual Strength

A. The Environment

B. Consistency

INTRODUCTION

Developing individual strength requires a basic understanding by the teacher of the child. There must exist a constant monitoring of the child's emotional development, as well as his physical and mental growth. Many teachers experience difficulty, in developing individual strength because they tend to expect the same types of behaviors to be exhibited by all the children. It's important to remember that each child is different and because of this difference, development of certain skills will vary from child to child. Some children because of their type of home environment will be more socialized and more independent, others on the other hand might need more training and guidance from the teacher.

WHAT IS INDIVIDUAL STRENGTH

This module is designed to give the teacher a clearer understanding of what exactly is individual strength and ideas on how to promote the development of individual strength.

Individual strength is the child's understanding of his abilities and limitations and an acceptance of both. Individual strength is the child's ability to cope with others. Individual strength is the child's taking responsibility for his actions and how his actions effect others. As you can see individual strength is many things. It is not expected that a child exhibit all of these skills at the highest level, but it is expected that he exhibit some of these according to what is reasonable for his age level.

Acceptance of Self

Let us now deal with the first definition, "Individual Strength is the child's understanding of his abilities and limitations and acceptance of both." Johnny is 4 and he can dress himself fairly well and he does this every morning without his mother's assistance. Johnny is very proud of this, but Johnny has

a problem, he cannot yet tie his shoe laces. The other children have all learned how to tie their shoe laces. Johnny has learned to accept his limitations, he feels proud of what he can do, and yet he realizes that there are some tasks which he can not yet accomplish. It is not a negative attitude that he can't accomplish this task, but a positive one that he cannot yet accomplish the task. This type of attitude is something which is fostered by the parents and the teacher. Through positive reinforcement from both parent and teacher the child comes to positive conclusions about himself and his abilities.

Acceptance of Others

The second definition, "Individual strength is the child's ability to cope with others," is more clearly understood than the previous definition. Again, an area of concern here would be consideration for the child's individuality. The teacher must consider for one thing the child's age. She should have an understanding of what type of skills are displayed by 3, 4 and 5 year olds. For example, 3 year olds can not usually dress themselves, four year olds can sometimes dress themselves with assistance and five year olds usually have learned to dress themselves. Notice how the word usually is used, this does not mean always and for all children. If the teacher has pretty good understanding of children at different levels she can better cope with the child as an individual. She can easily spot a 5 year old child who displays socialization skills characteristic of a 3 year old. Upon determining that the child is not displaying "sharing" skills normally associated with 5 year olds behavior she can then deal with that child on an individual basis providing opportunities for the child to develop the necessary skills. It's important for the teacher to be knowledgeable in this area so as to plot developmental needs for each child.

Responsible for Own Actions

Finally, the most difficult concept to develop in pre-school children.

Individual strength is the child taking responsibility for his actions and how his actions effect others. This is a difficult concept not only difficult for small children to grasp, but also for many adults. Many adults never received the proper training which is needed to be able to acquire these types of skills. Children need to mature to a certain level to where they become aware of those surrounding their environment. To the 3 year olds child he is it. His whole world centers around his needs and his wants. As the child matures he becomes aware of others around him, at this time the type of socialization he receives will effect his outlook for the rest of his life. In displaying individual strength skills the child learns to dress himself, clean after himself, and generally care for himself. When others are involved the child learns to feel responsible about how he effects them. He learns to care for people.

PROMOTING DEVELOPMENT OF INDIVIDUAL STRENGTH

Individual strength is not an area in which competency can be achieved in 1 or 2 weeks. Teachers must be ready to constantly bring new approaches and new ideas into the classroom.

The Environment

Primary in developing individual strength is the learning environment. The learning environment should be one in which the child has the opportunity to develop self-help skills, socialization skills, etc. The teacher must take into consideration the child. If the child is expected to store his own belongings, than this storage space must be provided and be located within easy reach of the child. If the child is expected to display his own projects an area should be provided with the needed materials on hand. If the child is going to learn to get along in both small and large groups. The daily schedule should be arranged to allow this type of interaction to occur.

Secondly, the teacher must be aware of each child's individual strength developmental needs. She must be ready to interact on the child's level and

provide guidance in understanding himself. She needs to praise and encourage the child when deserving. She also needs to reprimand him and put things in perspective when needed. The teacher must view herself as active in the child's emotional as well as intellectual development. The teacher must communicate to parents those observations made by herself. This is needed so that parents are aware of the child's progress, also to provide needed information to the teacher.

Thirdly, learning experiences must be provided which deal with the development of individual strength. The teacher after assessing the needs of the children should find what type of skills are of the upmost priority. After deciding what they are she should formulate a plan of how to deal with them. For example, after assessing the children it was found that 6 children did not take responsibility for storing their library books and were miss handling books. The teacher would formulate mini-lesson which would deal with handling of books and storing. This lesson would be presented to those 6 children with consistent reinforcement following lesson. In this matter the children are learning skills and the teacher is solving a problem in the classroom. A lesson such as this does not have to be taken out of the normally planned lessons of the day. During independent play the 6 children could be gathered in the library area and the mini-lesson given there.

Consistency

Finally, and most importantly is the consistency provided in the training of the child. The teacher must be carefully to always stand by decisions made concerning the child.

The child knows that he must hang his coat and hat in the cubby upon arrival then he must do it always. Many teachers because its faster do things for children which they should do for themselves. Patience and consistency are key words in developing individual strength.

In conclusion we would like to say that individual strength has always been a

miss-understood area and as a result a terribly neglected area. We hope that this narrative has helped to make it clear that individual strength is much more than storing the blocks properly, but more of the child knowing himself, and building himself up to his abilities.

FILMSTRIP NARRATIVE
INDIVIDUAL STRENGTHS
MODULE #14

VISUALS	NARRATIVE
1. Focus frame	
2. Texas A&I Univ frame	Texas A&I University, Child Development Associate Training Meterials presents
3. Title frame	Individual Strengths, Module number 14.
4. Child	Individual strength deals with developing the child's understanding of himself and his abilities.
5. Child	The child must learn the type of skills in which he excels and also those activities in which he is limited.
6. Child painting	Pedro has natural creative ability. He enjoys and excels at creative work. His teacher encourages Pedro and provides opportunities for Pedro to feel good about his accomplishments.
7. Children on monkey bars	Other children's abilities might not be so apparent, and the teacher needs to study the individual child.
8. Teacher	The ultimate goal of the teacher is to provide the child with a positive attitude by guiding him towards a better understanding of himself.
9. Two children	Individual strength is also the development of the child's ability to cope with others.
10. Teacher	The teacher in developing any facet of individual strength must always be aware of the child as an individual.
11. Group of children	Children's abilities regardless of age will vary. It is important for the teacher to be aware of the stages of physical, emotional, and cognitive development for children of different age levels.
12. Teacher holding child	This knowledge will aid the teacher in providing the type of experience which each child needs.
13. Child cleaning	Individual strength is also teaching the child to take responsibility for his actions and how his actions effect others.
14. Child	The young child's world centers solely on himself. As the child matures his world extends beyond himself to include others.
15. Teacher/children	How the child learns to deal with others depends on the type of guidance he receives from his teachers and his parents.

16.	Teacher	What are other ways to promote the development of individual strength?
17.	Shelf with materials	The learning environment and materials should be such that the teachers expectations of the child can be reached by him. Children should be given tasks and materials that they can be successful with.
18.	Child storing belongings.	For example, if the child is expected to store his own belongings then the storage space should be easily accessable to him.
19.	Large group of children/teacher	If the children are expected to learn to interact in large or small group situations teachers should schedule them regularly. The teacher should also provide information on the type of behavior the children may use in the different groups.
20.	Child	As previously stated, the teacher must be aware of the child's overall development. An unhappy or sick child cannot be expected to mature and develop normally.
21.	Teacher	Knowing the child's state in the above will help the teacher map out the progress according to each individual need, desire and development.
22.	Children on fire engine	Finally, and most important is the experience the teacher provides for the promotion of individual stength. These children have been exposed to many different experiences by a teacher who realizes their importance.
23.	Teacher	Planning the experiences and allowing for the development of skills increases the development of each child's individual strength.
24.	Teacher/children	It can be said that one of the key words in developing individual strengths is patience and consistency on the part of adults.
25.	Child	In conclusion hopefully it is clear that individual strength encompasses many areas. Most importantly though, it is the child knowing himself and accepting himself.
26.	The End	
27.	Credits	

INDIVIDUAL STRENGTH
POST-ASSESSMENT

1. Define individual strength.

_____

_____

_____

_____

2. List four things that characterize a child with individual strength.

a. _____

b. _____

c. _____

d. _____

3. List one behavior which a child with individual strength may use to cope with each of these emotions:

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_____

b. Sadness:

_____

c. Anger:

_____

d. Frustration:

_____

4. Check the answer on the right that most appropriately describes your own actions:

	Never	Sometimes	Usually	Always
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b. Do you assist children to accept failure and that failure is no crime?				
c. Do you provide plenty of opportunities for successful achievement?				

	Never	Sometimes	Usually	Always
d. Do you assist children in setting realistic goals and evaluating their goals?				
e. Do you assist children in making a plan of action for obtaining their goals?				
f. Do you assist children in actualizing their capabilities through a variety of experiences?				